

Grade 1 Correlation of Core Knowledge® and Minnesota Academic Standards

| Strand | Minnesota Academic Standards | Core Knowledge Sequence |
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| <p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students' ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p> | | |
| <p>Language Arts</p> | <p>I.A.4. Segment and blend beginning, middle and ending sounds (phonemes) to read unfamiliar words. I.A.5. Divide spoken and written words into syllables and identify phonemes and phonograms within words.</p> | <p>I. Reading and Writing</p> <p>A. Phonemic Awareness</p> <ul style="list-style-type: none"> • Count the number of syllables in a word. • Isolate the initial or final consonant sound, or the medial vowel sound, of a one-syllable word. Example: sad /s/ - /ad/ /s/ sad /sa/ - /d/ /d/ sad /s/ - /a/ - /d/ /a/ • Orally segment one-syllable words into phonemes. Example: red /r/ - /e/ - /d/ coat /k/ - /o/ - /t/ • Orally blend the phonemes of a one-syllable word. Example: /c/ - /a/ - /t/ cat • Orally delete initial and final phonemes in one-syllable words. Example: delete initial phoneme: gold old delete final phoneme: barn bar • Orally substitute the initial or final consonant sound, or the medial vowel sound, in one-syllable words. Example: Say bat. Change /b/ to /s/. sat Say mop. Change /p/ to /m/. mom Say map. Change /a/ to /o/. mop |
| | <p>I.A.1. Identify letters, words and sentences I.A.2. Match spoken words with print. I.A.3. See, hear, say and write the letters, blends and diagraphs</p> | <p>B. Decoding, Word Recognition, and Oral Reading</p> <ul style="list-style-type: none"> • Accurately decode phonetically regular one-syllable words (for example, cat, pig, farm, boat, team, feet, cake), including one-syllable |

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| | <p>that correspond with the common sounds of the English Language.</p> <p>I.A.6. Use letter sounds, word patterns and parts of simple compound words to decode unfamiliar words when reading.</p> <p>I.A.7. Generate rhyming words in a rhyming pattern.</p> <p>I.A.8. Read 100 high-frequency words.</p> <p>I.A.9. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.</p> <p>I.A.10. Read aloud grade-appropriate text with accuracy and emerging fluency.</p> <p>I.B.1. Learn new words through explicit instruction and independent reading.</p> <p>I.B.2. Use descriptive words when speaking of people, places, things, actions and events.</p> <p>I.B.3. Identify and generate antonyms and synonyms, and use them to understand and express word meaning.</p> <p>I.B.4. Use context to predict and infer word meanings.</p> | <p>words ending in VC-e.</p> <ul style="list-style-type: none"> • Accurately decode simple one-syllable nonsense words (for example, mup, fap, chim). • Decode common initial digraphs, such as <i>ch, qu, th</i> (as in chin, queen, thin), as well as the ending digraph <i>ng</i> (as in sing). • Decode words with common vowel sounds that can be spelled in different ways (such as boot, blue, few; shout, cow; boil, toy; bed, head), and words with common consonant sounds that can be spelled in different ways (such as jet, gem; sip, cent; kite, cat; rat, write). • Use letter-sound knowledge to sound out unknown words when reading. • Recognize a number of common, irregularly spelled words by sight, including <i>a, the, have, says, said, are, one, once, where, two</i>. |
| | <p>I.C.1. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text.</p> <p>I.C.2. Recall and use prior learning and preview text to prepare for reading.</p> <p>I.C.3. Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed.</p> <p>I.C.4. Make predictions of outcomes and verify from texts.</p> <p>I.C.5. Identify or infer topic.</p> <p>I.C.6. Make simple inferences and draw and support conclusions.</p> <p>I.C.7. Use story illustrations to enhance comprehension.</p> <p>I.C.8. Write or draw a response that shows comprehension of a story that has been read.</p> <p>I.C.9. Relate texts to prior knowledge and experiences.</p> <p>I.D.1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts)</p> | <p>C. Reading Comprehension and Response</p> <ul style="list-style-type: none"> • Read and understand simple written instructions. • Notice his or her own difficulties in understanding text. • Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed. • Discuss how, why, and what-if questions about both fiction and non-fiction texts. • Use complete and detailed sentences to respond to what, when, where, and how questions. Example: Q: How did the boy save the town? A: He put his finger in the hole in the dike to stop the leak, and he stayed there all night long. • Demonstrate familiarity with a variety of fiction and non-fiction selections, including both read-aloud works and independent readings. <p>II. Poetry Hope (Langston Hughes)</p> |

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| | <p>from America, as well as from other countries.</p> <p>I.D.2. Identify and describe main characters setting and sequences of story events.</p> <p>I.D.3. Respond to text and use details from stories to support interpretation and make personal connections.</p> <p>I.D.4. Retell familiar stories using a beginning, middle and end.</p> <p>I.D.5. Read and listen to selections for personal enjoyment.</p> <p>I.D.6. Understand the role of illustrations in conveying meaning in picture books.</p> <p>III.B.1. Follow print from left to right and top to bottom.</p> <p>III.B.2. Turn pages sequentially from front to back.</p> <p>III.B.3. Identify the cover and title page of a book.</p> <p>III.B.4. Recognize common signs and logos.</p> | <p>I Know All the Sounds the Animals Make (Jack Prelutsky)</p> <p>My Shadow (Robert Louis Stevenson)</p> <p>The Owl and the Pussycat (Edward Lear)</p> <p>The Pasture (Robert Frost)</p> <p>The Purple Cow (Gelett Burgess)</p> <p>Rope Rhyme (Eloise Greenfield)</p> <p>Sing a Song of People (Lois Lenski)</p> <p>Solomon Grundy (traditional)</p> <p>The Swing (Robert Louis Stevenson)</p> <p>Table Manners [also known as “The Goops”] (Gelett Burgess)</p> <p>Thanksgiving Day [“Over the river and through the wood”] (Lydia Maria Child)</p> <p>Washington (Nancy Byrd Turner)</p> <p>Wynken, Blynken, and Nod (Eugene Field)</p> <p>III. Fiction</p> <p>A. Stories</p> <p>The Boy at the Dike (folktale from Holland)</p> <p>The Frog Prince</p> <p>Hansel and Gretel</p> <p>selections from <i>The House at Pooh Corner</i> (A. A.Milne)</p> <p>How Anansi Got Stories from the Sky God (folktale from West Africa)</p> <p>It Could Always Be Worse (Yiddish folktale)</p> <p>Jack and the Beanstalk</p> <p>The Knee-High Man (African-American folktale)</p> <p>Medio Pollito (Hispanic folktale)</p> <p>The Pied Piper of Hamelin</p> <p>Pinocchio</p> <p>The Princess and the Pea</p> <p>Puss-in-Boots</p> <p>Rapunzel</p> <p>Rumpelstiltskin</p> <p>Sleeping Beauty</p> <p>The Tale of Peter Rabbit (Beatrix Potter)</p> <p>Tales of Br’er Rabbit (recommended tales: Br’er Rabbit Gets Br’er Fox’s Dinner; Br’er Rabbit Tricks Br’er Bear; Br’er Rabbit and the Tar Baby)</p> <p>Why the Owl Has Big Eyes (Native American legend)</p> |

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| | | <p>B. Aesop’s Fables The Boy Who Cried Wolf The Dog in the Manger The Wolf in Sheep’s Clothing The Maid and the Milk Pail The Fox and the Grapes The Goose and the Golden Eggs</p> <p>C. Different Lands, Similar Stories Lon Po Po (China) and Little Red Riding Hood Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam) Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.)</p> <p>D. Literary Terms Characters, heroes, and heroines Drama actors and actresses costumes, scenery and props theater, stage, audience</p> |
| | <p>II.A.1. Write in a variety of modes to express meaning, including: a. narrative b. informative. c. poetic. II.A.2. Use informal writing to record information or observations.</p> <p>II.B.1. Write simple sentences using a process and strategies to plan, compose, revise and edit.</p> | <p>D. Writing</p> <ul style="list-style-type: none"> • Produce a variety of writings—for example, brief stories, descriptions, journal entries—with spelling sufficient to be able to read the words himself or herself. |
| | <p>II.C.1. Use a period after sentences, numerals and initials. II.C.2. Capitalize the first letter of proper names, the pronoun <i>I</i>, and the first words of sentences. II.C.3. Use question marks and exclamation marks. II.C.4. Compose simple sentences. II.C.5. Use correct spelling for grade-appropriate high-frequency sight words. II.C.6. Spell 3-4 letter words correctly.</p> | <p>E. Spelling, Grammar, and Usage</p> <ul style="list-style-type: none"> • Spell words from oral dictation composed of the phonemes studied so far. • Correctly spell three- and four-letter short vowel words (for example, cat, pig, tent). • Use knowledge of letter-sound correspondence to spell independently. • Use correct end punctuation: period, question mark, exclamation point. • Use capitalization for the first word of a sentence, for names of people, |

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| | <p>II.C.7. Spell grade-appropriate words correctly in final draft.</p> <p>II.D.1. Use grade level appropriate reference material to obtain information.</p> <p>II.D.2. Alphabetize by first letter.</p> <p>II.E.1. Improve the formation of uppercase and lowercase letters of the alphabet and numbers.</p> <p>II.E.2. Space words and sentences appropriately.</p> | <p>and for the pronoun <i>I</i>.</p> <ul style="list-style-type: none"> • Form the regular plural of a singular noun by adding <i>s</i>. |
| | | <p>IV. Sayings and Phrases</p> <p>a.m. and p.m.</p> <p>An apple a day keeps the doctor away.</p> <p>Do unto others as you would have them do unto you.</p> <p>Fish out of water</p> <p>Hit the nail on the head.</p> <p>If at first you don't succeed, try, try again.</p> <p>Land of Nod</p> <p>Let the cat out of the bag.</p> <p>The more the merrier.</p> <p>Never leave till tomorrow what you can do today.</p> <p>Practice makes perfect. [also in Kindergarten]</p> <p>Sour grapes</p> <p>There's no place like home.</p> <p>Wolf in sheep's clothing</p> |
| | <p>III.A.1. Participate in and follow agreed-upon rules for conversation and formal discussions.</p> <p>III.A.2. Follow two- or three-step oral directions.</p> <p>III.A.3. Attend to and understand the meaning of messages.</p> <p>III.A.4. Communicate needs, feelings and ideas to peers and adults in complete sentences.</p> <p>III.A.5. Recite and respond to stories, poems, rhymes and songs with expression.</p> <p>III.A.6. Use voice level appropriate for language situation.</p> <p>III.A.7. Ask and respond to questions</p> | |
| History and Geography | <p>G.V.A.2. Students will use maps and globes to locate places referenced in stories and real life situations.</p> | <p>I. Geography</p> <p>A. Spatial Sense (Working with Maps, Globes, and Other</p> |

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| | <p>G.V.A.3. Students will explain that an address locates a specific place.</p> <p>G.V.A.4. Students will name and use directional words to describe locations of places in the school and community.</p> <p>G.V.A.5. Students will use the equator and poles as reference points to describe locations.</p> <p>G.V.A.6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.</p> <p>G.V.B.1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</p> <p>G.V.B.2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</p> <p>G.V.B.3. Students will create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.</p> <p>G.V.B.4. Students will locate the continents and oceans on a map of the world and a globe.</p> <p>G.V.B.5. Students will recognize the outline shape of the contiguous United States.</p> <p>G.V.C.C.2. Students will explain and use introductory geographical terms.</p> | <p>Geographic Tools)</p> <ul style="list-style-type: none"> • Name your continent, country, state, and community. • Understand that maps have keys or legends with symbols and their uses. • Find directions on a map: east, west, north, south. • Identify major oceans: Pacific, Atlantic, Indian, Arctic. • Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia. • Locate: Canada, United States, Mexico, Central America. • Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles. <p>B. Geographical Terms and Features</p> <ul style="list-style-type: none"> • peninsula, harbor, bay, island |
| | <p>WH.III.A.1. Students will compare family life in their own communities from earlier times and today.</p> <p>WH.III.A.2. Students will compare family life in at least three distant places and times.</p> <p>WH.III.A.3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p> <p>WH.III.B.1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p> <p>WH.III.C.1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial)</p> | <p>II. Early Civilizations</p> <p>A. Mesopotamia: the “Cradle of Civilization”</p> <ul style="list-style-type: none"> • Importance of Tigris and Euphrates Rivers • Development of writing, why writing is important to the development of civilization • Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization <p>B. Ancient Egypt</p> <ul style="list-style-type: none"> • Geography <ul style="list-style-type: none"> Africa Sahara Desert |

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| | <p>contributions to world history, and analyze the significance of their contributions.</p> <p>G.V.B.6. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.</p> <p>E.VI.A.1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</p> <p>GC.VII.B.2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws.</p> | <ul style="list-style-type: none"> • Importance of Nile River, floods and farming • Pharaohs <ul style="list-style-type: none"> Tutankhamen Hatshepsut, woman pharaoh • Pyramids and mummies, animal gods, Sphinx • Writing: hieroglyphics <p>C. History of World Religions</p> <ul style="list-style-type: none"> • Judaism <ul style="list-style-type: none"> Belief in one God Story of the Exodus: Moses leads the Hebrews out of Egypt Israel, Chanukah, Star of David, Torah, synagogue • Christianity <ul style="list-style-type: none"> Christianity grew out of Judaism Jesus, meaning of “messiah” Christmas and Easter, symbol of the cross • Islam <ul style="list-style-type: none"> Originated in Arabia, since spread worldwide Followers are called Muslims Allah, Muhammad, Makkah, Qur’an, mosque Symbol of crescent and star (found on the flags of many mainly Islamic nations) <p>I. Early People and Civilizations</p> <p>A. The Earliest People: Hunters and Nomads</p> <ul style="list-style-type: none"> • Crossing the land bridge from Asia to North America <ul style="list-style-type: none"> From hunting to farming Gradual development of early towns and cities <p>B. Maya, Inca, and Aztec Civilizations</p> <ul style="list-style-type: none"> • Maya in Mexico and Central America • Aztecs in Mexico <ul style="list-style-type: none"> Moctezuma (also called Montezuma) Tenochtitlan (Mexico City) • Inca in South America (Peru, Chile) <ul style="list-style-type: none"> Cities in the Andes, Machu Picchu |
| | | <p>III. Modern Civilization and Culture: Mexico</p> <p>A. Geography</p> |

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| | | <ul style="list-style-type: none"> • North American continent, locate Mexico relative to Canada and the United States • Central America, Yucatan Peninsula • Pacific Ocean, Gulf of Mexico, Rio Grande • Mexico City <p>B. Culture</p> <ul style="list-style-type: none"> • Indian and Spanish heritage • Traditions: fiesta, piñata • National holiday: September 16, Independence Day |
| | | <p>II. Early Exploration and Settlement</p> <p>A. Columbus (Review from kindergarten)</p> <p>B. The Conquistadors</p> <ul style="list-style-type: none"> • The search for gold and silver • Hernán Cortés and the Aztecs • Francisco Pizarro and the Inca • Diseases devastate Native American population |
| | <p>H.I. A. 1. Students will compare family life in his or her community from earlier times and today.</p> <p>H.I. A. 2. Students will compare family life in at least three distant places and times.</p> <p>H.I. A. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p> <p>H.I.B.1. Student will know individuals and groups associated with key turning points in U.S. History.</p> <p>H.I.C.1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</p> <p>H.I.C.2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.</p> | <p>C. English Settlers</p> <ul style="list-style-type: none"> • The story of the Lost Colony Sir Walter Raleigh Virginia Dare • Virginia Jamestown Captain John Smith Pocahontas and Powhatan • Slavery, plantations in Southern colonies • Massachusetts Pilgrims, Mayflower, Thanksgiving Day Massachusetts Bay Colony, the Puritans <p>III. From Colonies to Independence: The American Revolution</p> <ul style="list-style-type: none"> • Locate the original thirteen colonies. • The Boston Tea Party • Paul Revere’s ride, “One if by land, two if by sea” • Minutemen and Redcoats, the “shot heard round the world” • Thomas Jefferson and the Declaration of Independence, “We hold these |

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| | <p>GC.VII.C.1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.</p> <p>GC.VII.C.C.1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.</p> <p>GC.VII.D.2. Students will name people involved in government, including current and past government leaders, employees, and volunteers</p> | <p>truths to be self-evident, that all men are created equal. . . .”</p> <ul style="list-style-type: none"> • Fourth of July • Benjamin Franklin: patriot, inventor, writer • George Washington: from military commander to our first president <ul style="list-style-type: none"> Martha Washington Our national capital city named Washington • Legend of Betsy Ross and the flag <p>IV. Early Exploration of the American West</p> <ul style="list-style-type: none"> • Daniel Boone and the Wilderness Road • The Louisiana Purchase <ul style="list-style-type: none"> Explorations of Lewis and Clark Sacagawea • Geography: Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River. |
| | <p>GC.VII.B.B. 1. Students will recognize the symbols, songs, locations that uniquely identify our nation.</p> <p>GC.VII.B.B. 2. Students will recognize symbols that are significant for the state of Minnesota.</p> <p>GC.VII.B.B. 3. Students will describe key national holidays and explain why people celebrate them</p> | <p>V. Symbols and Figures</p> <ul style="list-style-type: none"> • Recognize and become familiar with the significance of <ul style="list-style-type: none"> Liberty Bell Current United States president American flag Eagle |
| | <p>HS.IV.A.1. Students will define and use terms for concepts of historical time.</p> <p>HS.IV.A.2. Students will place events in chronological order and construct timelines.</p> <p>GC.VII.A.1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.</p> <p>GC.VII.A.A.1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others’ lives.</p> <p>GC.VII.A.A.2. Students will describe how they can influence</p> | <p><i>These are social studies process skills that can be used with any Core Knowledge topic.</i></p> |

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| | <p>school rules by studying and discussing issues and presenting their concerns to the people in authority.</p> <p>GC.VII.B.1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.</p> | |
| <p>Visual Arts</p> | <p>AE.VA.D.2. understand the characteristics of visual art from a variety of cultures and historical times;</p> | <p>I. Art from Long Ago</p> <ul style="list-style-type: none"> • Look at and discuss <ul style="list-style-type: none"> Cave paintings Art of Ancient Egypt <ul style="list-style-type: none"> Great Sphinx Mummy cases: Tutankhamen’s coffin Bust of Queen Nefertiti <p>III. Kinds of Pictures: Portrait and Still Life</p> <ul style="list-style-type: none"> • Recognize as a portrait or self-portrait: <ul style="list-style-type: none"> Leonardo da Vinci, <i>Mona Lisa</i> Francisco Goya, <i>Don Manuel Osorio Manrique de Zuñiga</i> Vincent van Gogh, <i>Self-portrait</i> [1889] • Recognize as a still life: <ul style="list-style-type: none"> Vincent van Gogh, <i>Irises</i> Paul Cézanne, studies with fruit, such as <i>Apples and Oranges</i> • Recognize as a mural (a painting on a wall): <ul style="list-style-type: none"> Diego Rivera, <i>The History of Medicine in Mexico</i> |
| | <p>AE.VA.D.1. understand the elements of visual art, including color, line, shape, form, texture, and space;</p> | <p>II. Elements of Art</p> <p>A. Color</p> <ul style="list-style-type: none"> • Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that <ul style="list-style-type: none"> blue + yellow = green blue + red = purple red + yellow = orange mixing equal parts of red, yellow, and blue produces black • Observe the use of color in <ul style="list-style-type: none"> Claude Monet, <i>Tulips in Holland</i> James A. McNeill Whistler, <i>Arrangement in Black and Gray</i> (also known as <i>Whistler’s Mother</i>) Diego Rivera, <i>Piñata</i> <p>B. Line</p> |

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| | | <ul style="list-style-type: none"> • Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin • Observe how different lines are used in Jacob Lawrence, <i>Parade</i> Henri Matisse, <i>The Swan</i> Georgia O' Keeffe, one of her <i>Shell</i> paintings <p>C. Shape</p> <ul style="list-style-type: none"> • Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including Jacob Lawrence, <i>Parade</i> Grant Wood, Stone City, Iowa <p>D. Texture</p> <ul style="list-style-type: none"> • Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in American Indian masks Edgar Degas, Little Fourteen-Year-Old Dancer (also known as Dressed Ballet Dancer) Albrecht Dürer, <i>Young Hare</i> |
| | <p>AE.VA.D.3. use the tools, basic skills, and techniques of at least three different mediums; AE.VA.D.4. create original works of art to communicate ideas.</p> | <p><i>These are skill that can be used across the visual arts content.</i></p> |
| <p>Music</p> | <p>AE.Mu.I.B. 1. understand the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form; AE.Mu.I.B. 4. improvise and compose on classroom instruments to communicate an idea; AE.Mu.I.B. 5. play simple rhythms and melodies on classroom instruments; and AE.Mu.I.B. 6. read and write music using a system of notation.</p> | <p>I. Elements of Music</p> <ul style="list-style-type: none"> • Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognize a steady beat; moving to a beat; play a steady beat; recognize accents. Move responsively to music (marching, walking, hopping, swaying, etc.). Recognize short and long sounds. Discriminate between fast and slow. Discriminate between obvious differences in pitch: high and low. Discriminate between loud and quiet. Understand that melody can move up and down. Hum the melody while listening to music. Echo short rhythms and melodic patterns. Play simple rhythms and melodies. Recognize like and unlike phrases. Recognize that music has timbre or tone color. |

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| | | <p>Sing unaccompanied, accompanied, and in unison.</p> <ul style="list-style-type: none"> • Understand that music is written down in a special way and become familiar with the following notation: whole note, half note, quarter note |
| | <p>AE.Mu.I.B. 2. understand the characteristics of music from a variety of cultures and historical times; AE.Mu.I.B. 3. sing a varied repertoire of songs in a group;</p> | <p>II. Listening and Understanding</p> <p>A. Musical Terms and Concepts</p> <ul style="list-style-type: none"> • Composers <ul style="list-style-type: none"> Know that a composer is someone who writes music. Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from <i>A Little Night Music (Eine kleine Nachtmusik)</i>. • Orchestra <ul style="list-style-type: none"> Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion. Know that the leader of the orchestra is called the conductor. Listen to Sergei Prokofiev, <i>Peter and the Wolf</i>. <p>B. Music Can Tell a Story</p> <ul style="list-style-type: none"> • Opera <ul style="list-style-type: none"> Understand that opera combines music, singing, and acting. Listen to selections from Humperdinck’s <i>Hansel and Gretel</i>: “Brother, Come Dance with Me,” “I Am the Little Sandman,” “Children’s Prayer.” • Instrumental Music <ul style="list-style-type: none"> Listen to Paul Dukas, <i>The Sorcerer’s Apprentice</i>. • Ballet <ul style="list-style-type: none"> Understand that ballet combines music and movement, often to tell a story. Listen to Tchaikovsky’s <i>Nutcracker Suite</i>. <p>C. American Musical Traditions</p> <ul style="list-style-type: none"> • Jazz <ul style="list-style-type: none"> Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise. Recognize Louis Armstrong as a great early jazz musician <p>III. Songs</p> <p>America the Beautiful</p> |

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| | | <p>Billy Boy Dry Bones For He's a Jolly Good Fellow Frère Jacques La Cucaracha Make New Friends Michael, Row the Boat Ashore Oh, Dear, What Can the Matter Be? Oh, John the Rabbit Oh! Susanna On Top of Old Smokey She'll Be Comin' 'Round the Mountain Skip to My Lou Take Me Out to the Ball Game There's a Hole in the Bucket When the Saints Go Marching In Yankee Doodle</p> |
| <p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. It is also critically important to establish a similar sequential program in Mathematics, structured to provide guided practice in various formats and frequent review throughout the year. Mathematics programs that follow sound cognitive principles and therefore lead to greater student mastery are: Singapore Math, Saxon Math, and Direct Instruction Mathematics.</i></p> | | |
| <p>Mathematics</p> | <p>III.A.1. Sort, classify, and compare objects in a set in more than one way. III.A.2. Recognize, describe, and extend repeating patterns involving up to four elements.</p> | <p>I. Patterns and Classification</p> <ul style="list-style-type: none"> • Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc. • Define a set by the common property of its elements. • In a given set, indicate which item does not belong. • Recognize patterns and predict the extension of a pattern. |
| | <p>II.A.1. Read, write numerals for, compare and order numbers to 120. II.A.2. Count by 2s to 30 and by 5s to 120. II.A.3. Count backwards from 30. II.A.4. Demonstrate understanding of odd and even quantities up to 12. II.A.5. Represent whole numbers up to 20 in various ways, maintaining equality. II.A.6. Identify one half of a set of concrete objects.</p> | <p>II. Numbers and Number Sense</p> <ul style="list-style-type: none"> • Recognize and write numbers 0 - 100. • Count from 0 - 100 by ones; twos; fives; tens. • Count by tens from a given single-digit number. • Count forward and backwards. • Use tallies. • Identify ordinal position, 1st to 10th. • Identify dozen; half-dozen; pair. • Recognize place value: ones, tens, hundreds. • Identify more and less; counting how many more or less. |

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| | <p>IV.A.1. Gather and record data about classmates and their surroundings in a simple graph. IV.A.2. Identify patterns in simple graphs.</p> | <ul style="list-style-type: none"> • Given a number, identify one more and one less; ten more and ten less. • Compare quantities using the signs $<$, $>$, and $=$. • Recognize fractions as part of a whole: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ • Create and interpret simple pictorial graphs and bar graphs. |
| | <p>V.C.4. Combine pennies, nickels or dimes to equal one dollar.</p> | <p>III. Money</p> <ul style="list-style-type: none"> • Identify and recognize relative value of penny, nickel, dime, quarter. • Recognize and use dollar (\$) and cents (¢) signs. • Show how different combinations of coins equal the same amounts of money. |
| | <p>II.B.1. Use one-digit addition and subtraction to solve real-world and mathematical problems. II.B.2. Find the sum of three one-digit numbers</p> | <p>IV. Computation</p> <p>A. Addition (using concrete objects, and paper and pencil)</p> <ul style="list-style-type: none"> • Know the meaning of the plus (+) sign. • Know what a “sum” is. • Know addition facts to $10 + 10$ (untimed mastery). • Add in any order. • Know what happens when you add zero. • Know how to write addition problems horizontally and vertically. • Know that when you add 3 numbers, you get the same sum regardless of grouping of addends. • Solve two-digit addition problems with and without regrouping. <p>B. Subtraction (using concrete objects, and paper and pencil)</p> <ul style="list-style-type: none"> • Understand subtraction as “taking away.” • Know the meaning of the minus sign (-). • Know what a “difference” is. • Know subtraction facts corresponding to addition facts (untimed mastery). • Know how to write subtraction problems horizontally and vertically. • Solve two-digit subtraction problems with and without regrouping. • Mentally subtract 10 from a two-digit number. |
| | <p>I.1. Create and solve word problems using actions, objects, words, pictures or numbers. I.2. Estimate and check that answers are reasonable. I.3. Explain to others how a problem was solved.</p> | <p>C. Solving Problems and Equations</p> <ul style="list-style-type: none"> • Write an addition or subtraction equation to solve basic one-step story and picture problems. • Solve simple equations in the form of $___ - 2 = 7$; $5 + ___ = 7$. |

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| | <p>V.C.1. Estimate and measure length and capacity using non-standard units.</p> <p>V.C.2. Tell time to hour and half-hour on analog and digital clocks.</p> <p>V.C.3. Using a calendar, identify the date, day of the week, month, year, yesterday, today and tomorrow.</p> | <p>V. Measurement</p> <ul style="list-style-type: none"> • Identify familiar instruments of measurement, such as ruler, scale, thermometer. • Compare objects according to: <ul style="list-style-type: none"> Linear measure <ul style="list-style-type: none"> Measure length using non-standard units. Measure length in inches and feet, and in centimeters. Measure and draw line segments in inches and centimeters. Weight (mass) <ul style="list-style-type: none"> Compare weights of objects using a balance scale. Measure weight in non-standard units and in pounds. Capacity (volume) <ul style="list-style-type: none"> Estimate and measure capacity in cups. Identify quart, gallon. Temperature: associate temperature in degrees Fahrenheit with weather. • Time <ul style="list-style-type: none"> Sequence events: before and after; first, next, last. Compare duration of events: which takes more or less time. Read a clock face and tell time to the half-hour. Know the days of the week and the months of the year, both in order and out of sequence. Orientation in time: today, yesterday, tomorrow; morning, afternoon, evening, night; this morning vs. yesterday morning, etc. | | | | | | | | | | | | |
| | <p>V.A.1. Explore symmetry of objects and designs through mirrors or paper folding.</p> <p>V.B.1. Sort and describe two- and three-dimensional shapes according to their geometrical attributes.</p> | <p>VI. Geometry</p> <ul style="list-style-type: none"> • Identify left and right hand. • Identify top, bottom, middle. • Know and use terms of orientation and relative position, such as: <table border="0" style="margin-left: 20px;"> <tr> <td>closed, open</td> <td>around</td> </tr> <tr> <td>on, under, over</td> <td>far from, near</td> </tr> <tr> <td>in front, in back (behind)</td> <td>above, below</td> </tr> <tr> <td>between, in the middle of</td> <td>here, there</td> </tr> <tr> <td>to the right of, to the left of</td> <td>next to, beside</td> </tr> <tr> <td>inside, outside</td> <td></td> </tr> </table> • Identify and draw basic plane figures: square, rectangle, triangle, circle. • Describe square, rectangle, triangle according to number of sides. • Identify basic solid figures: sphere, cube, cone. • Identify basic shapes in a variety of common objects and artifacts (balls, | closed, open | around | on, under, over | far from, near | in front, in back (behind) | above, below | between, in the middle of | here, there | to the right of, to the left of | next to, beside | inside, outside | |
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| | | <p>cans, windows, pictures, books, buildings, cars, etc.).</p> <ul style="list-style-type: none"> • Make congruent shapes and designs. |
| <p>Science</p> | <p>IV.B.1. The student will observe and describe how plants and animals grow and change.</p> <p>IV.D.1. The student will describe ways in which many plants and animals closely resemble but are not identical to their parents.</p> <p>IV.D.2. The student will match adult animals and plants to their offspring.</p> <p>IV.F.1. The student will know that animals need air, water and food and that plants require air, water, nutrients and light.</p> | <p>I. Living Things and Their Environments</p> <p>A. Habitats</p> <ul style="list-style-type: none"> • Living things live in environments to which they are particularly suited. • Specific habitats and what lives there, for example: <ul style="list-style-type: none"> Forest [oak trees, squirrels, raccoons, snails, mice] Meadow and prairie [wildflowers, grasses, prairie dogs] Underground [fungi, moles, worms] Desert [cactus, lizard, scorpion] Water [fish, oysters, starfish] • The food chain: a way of picturing the relationships between living things <ul style="list-style-type: none"> Animals: big animals eat little ones, big animals die and are eaten by little ones. Plants: nutrients, water, soil, air, sunlight <p>B. Oceans and Undersea Life</p> <ul style="list-style-type: none"> • Most of the earth is covered with water. • Locate oceans: Pacific, Atlantic, Indian, Arctic. • Oceans are salt water (unlike fresh water rivers and lakes). • Coast, shore, waves, tides (high and low) • Currents, the Gulf Stream • Landscape of the ocean floor: mountain peaks and deep valleys (trenches) • Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales <ul style="list-style-type: none"> • Dangers to ocean life (for example, overfishing, pollution, oil spills) <p>D. Special Classifications of Animals</p> <ul style="list-style-type: none"> • Herbivores: plant-eaters (for example, elephants, cows, deer) • Carnivores: flesh-eaters (for example, lions, tigers) • Omnivores: plant and animal-eaters (for example, bears) <ul style="list-style-type: none"> • Extinct animals (for example, dinosaurs) <p>C. Environmental Change and Habitat Destruction</p> <ul style="list-style-type: none"> • Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: <ul style="list-style-type: none"> Effects of population and development |

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| | | <p>Rainforest clearing, pollution, litter</p> <p>VIII. Science Biographies Rachel Carson</p> |
| | <p>IV.G.1. The student will observe and describe major parts of the body including, but not limited to, eyes, nose, heart, skin, arms, legs and muscles.</p> <p>IV.G.1. The student will know that diseases caused by germs can be spread from person to person; the number of germs can be reduced by personal behavior.</p> | <p>II. The Human Body</p> <p>A. Body Systems</p> <ul style="list-style-type: none"> • Skeletal system: skeleton, bones, skull • Muscular system: muscles • Digestive system: mouth, stomach • Circulatory system: heart and blood • Nervous system: brain, nerves <p>B. Germs, Diseases, and Preventing Illness</p> <ul style="list-style-type: none"> • Taking care of your body: exercise, cleanliness, healthy foods, rest • Vaccinations <p>VIII. Science Biographies Edward Jenner Louis Pasteur</p> |
| | <p><i>MOVED TO SECOND GRADE</i></p> | <p>III. Matter</p> <ul style="list-style-type: none"> • Basic concept of atoms • Names and common examples of three states of matter: solid (for example, wood, rocks) liquid (for example, water) gas (for example, air, steam) • Water as an example of changing states of matter of a single substance <p>IV. Properties of Matter: Measurement</p> <ul style="list-style-type: none"> • Units of measurement: Length: centimeter, inch, foot Volume: gallon, quart • Temperature: degrees Fahrenheit |
| | | <p>V. Introduction to Electricity</p> <ul style="list-style-type: none"> • Static electricity • Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch) • Conductive and nonconductive materials • Safety rules for electricity (for example, never put your finger, or anything metallic, in an electrical outlet; never touch a switch or |

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| | | <p>electrical appliance when your hands are wet or when you're in the bathtub; never put your finger in a lamp socket; etc.)</p> <p>VIII. Science Biographies Thomas Edison</p> |
| | <p>II.E.2. The student will know that things near the Earth fall to the ground unless something holds them up.</p> <p>III.B.1. The student will observe, record and describe characteristics in daily weather and seasonal cycles.</p> <p>III.C.1. The student will observe and describe the changes in the position of the sun and the moon.</p> | <p>VI. Astronomy: Introduction to the Solar System</p> <ul style="list-style-type: none"> • Sun: source of energy, light, heat • Moon: phases of the moon (full, half, crescent, new) • The nine planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) • Stars Constellations, Big Dipper The sun is a star. • Earth and its place in the solar system The earth moves around the sun; the sun does not move. The earth revolves (spins); one revolution takes one day (24 hours). Sunrise and sunset When it is day where you are, it is night for people on the opposite side of the earth. |
| | | <p>VII. The Earth</p> <p>A. Geographical Features of the Earth's Surface</p> <ul style="list-style-type: none"> • The shape of the earth, the horizon • Oceans and continents • North Pole and South Pole, Equator <p>B. What's Inside the Earth</p> <ul style="list-style-type: none"> • Inside the earth Layers: crust, mantle, core High temperatures • Volcanoes and geysers • Rocks and minerals Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore) |
| | <p>I.B.1. The student will observe, describe, measure, compare and contrast common objects, using simple tools including but not limited to ruler, thermometer and balance.</p> | <p><i>These are science process skills that can be used with any Core Knowledge topic.</i></p> |

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| | <p>II.A.1. The student will describe objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets.</p> <p>II.E.1. The student will know that magnets can be used to make some things move without direct contact.</p> | <p><i>MOVED FROM KINDERGARTEN CORE KNOWLEDGE</i></p> <p>IV. Introduction to Magnetism</p> <ul style="list-style-type: none"> • Identify familiar everyday uses of magnets (for example, in toys, in cabinet locks, in “refrigerator magnets,” etc.). • Classify materials according to whether they are or are not attracted by a magnet. |